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ABSTRACT

This classroom observation manual (Fall 1976) was developed for use in the evaluation of Project Developmental Continuity (PDC), a Head Start demonstration program aimed at providing educational and developmental continuity between children's Head Start and primary school experiences. The manual provides detailed instructions for the observer on how to prepare for the observations in a classroom, how to identify each behavior category, and how to code the observation record sheets. A 5-second checklist is used to record observations on each child for a total period of 5 minutes. A copy of the record sheet is included along with explanations of specific types of behaviors to look for. The behavior categories are: (1) noninvolved; (2) involved (social/nonsocial); (3) peer interactions; (4) adult interactions; and (5) classroom interaction capacity. Examples of each sub-category of behavior to be coded are listed. (Author/CM)

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Classroom Observation Manual

Fall 1976

PROJECT DEVELOPMENTAL CONTINUITY

PDC Classroom Observation Manual

Fall 1976

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Preface

The behavior categories which make up the following observation system were formed by refining or combining categories from existing observation instrumerts,* and by adding other categories appropriate to the goals of Project Developmental Continuity (PDC). The behavioral categories were further examined by High/Scope Foundation staff, and categories were eliminated if staff members expected that the categories might occur very infrequently or that they might be unduly difficult to identify. Thus, it is expected that the PDC Classroom Observation System is one that inexperienced observers can learn to use reliably within a short period of time,and one that potentially will assess the goals of PDC.

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*The principal instruments which formed a basis for this system were: Bronson, M. Manual for Executive Social Skill Profile for Preschool Children. Cambridge, Mass: Harvard University, Graduate School of Education, 1973. Ogilvie, D. and Shapiro, B. Manual for assessing social abilities of one to six year old children. In B.L. White and J.C. Watt (Eds.), Experience and environment: Major influences on the development of the young child. Englewood Cliffs, N.J.: Prentice-Hall, 1973.

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A. INTRODUCTION TO THE INSTRUMENT

The PDC Classroom Observation System has been developed by High/Scope Educational Research Foundation to record children's behaviors in the classroom. It was developed for use in the evaluation of Project Developmental Continuity (PDC) and will be used in PDC and comparison classes.

The purpose of this manual is to instruct observers in the use of this observation system. The manual includes an explanation of how to prepare for the observations in a classroom, how to identify each behavior category, and how to mark (or "code") the observation record sheets. You must learn and memorize the procedures and the identifying features of each behavior category. Close adherence to these procedures will allow you to attain an accurate and reliable record of what happens in classrooms.

What is this observation system all about? Basically, you will spend a period of time in a classroom and watch what the children do and say. You will watch one child at a time and "code" (make coded marks for) the behaviors of that child on a record sheet.

There are specific types of behaviors which you will look for and there is a specific way in which you do this watching. The types of behaviors are discussed later in this manual. The timing of the observations is as follows:

watch the child for 5 seconds and spend the next 15 seconds marking the record sheet. A series of "beeps" on a cassette tape will tell you when 5 seconds and 15 seconds have passed. After a certain amount of time you change to another child. The details of this timing are discussed later in this manual, as are all the procedures that you will need to follow.

B. PREPARATION FOR CLASSROOM OBSERVATIONS

Introducing Classroom Observation to the Teacher

Although the teacher will have had a brief introduction to the classroom observation system,* you should plan to cover the following areas with her before school starts on the first day you are scheduled to observe.

(1) Inform the teacher that you will try to be as inconspicuous as possible by positioning yourself so as not to interfere with classroom activities. However, point out to her that your position may change as the target child moves around the room so that you can watch and listen to the child and code his/her behavior accurately. The teacher may have some suggestions as to where you should be located to observe specific activities of the children (for example, where to observe the child in an art activity or during group time).

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*This meeting is referred to on page 8-9 of the Field Procedures Manual.

(2) Check whether the days designated for observations include any special events such as field trips which may interrupt regular classroom activities. If a party is intended for one of these days, plan to observe anyway. There will still be plenty of opportunity to observe and code interactions.

(3) Ask the teacher to review the list of children to be observed that day and identify any children who may have special instruction(e.g. speech therapy, appointment with social worker) which necessitates absence from the classroom for a period of time on an observation day. With this information, you should modify your observation schedule where necessary. For example, if a child you are to observe on Monday goes for speech therapy on Mondays, Wednesdays and Fridays, plan to observe him on Tuesday or Thursday and substitute another child for Monday's observations.

(4) Find out from the teacher what the daily routine is like in order to familiarize yourself with the routine or events of the day. You may also ask the teacher to review this schedule and identify which periods of the day correspond to the three descriptors of Interaction Capacity (Category 5) on the observation system. This information will guide you in coding observations.

(5) Also to avoid unnecessary interruptions during observations, you should ask the teacher to briefly explain to the children what you will be doing in the classroom and what you are listening to. You should offer the teacher the use of the "beep" tape during a group time so that all children can hear the sounds and understand they "tell" you when to mark things down on your paper. This may reduce the numerous questions the children will have about you and your tape recorder.

Daily Preparation of Materials

During the evening prior to observing in the classroom, you should do the following:

(1) Check your PDC Evaluation Package Roster to see which children need to be observed. As much as possible, observe them in the order they appear on the roster. This roster will be provided

for you before you begin any classroom observations. From this roster, select the children you will observe the next day. You should plan to observe at least twelve children during one half-day session. Have alternate children selected in case a child is absent.

(2) Prepare your observation materials:

Tape recorder
Cassette tape ("beep" tape)
Earplug
Extra batteries
Observation manual
Clipboard
Child record sheets
Pencils with erasers
List of children to be observed

It is important to keep extra batteries handy during observations. If the tape recorder breaks, see if you can borrow one from the Head Start or PDC program. The site coordinator has an additional cassette tape, in case any difficulties are encountered with your tape. If another tape is needed, contact Mary Morris at High/Scope immediately. (313 485-2000)

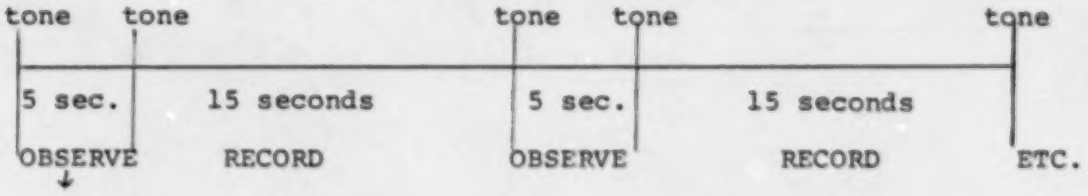
(3) Fill out some of the identification information on the record sheets (for example, teacher, Head Start center, date, observer, and so on. You may want to wait to fill in a child's name in case he/she is absent and you have to pick an alternate.

C. OBSERVING

When to Observe

A child is observed for 5 minutes at a time. This is called a "cycle". This 5-minute observation period, or cycle, is broken up into segments called "units." A unit

is 20 seconds long-- 5 seconds of watching and 15 seconds of recording. There are 3 units per minute, so there are 15 units in a 5-minute cycle. The 5- and 15- second intervals are signaled by a portable cassette tape recorder which gives a "beep" or tone into an earphone worn by the observer. The first tone tells you to begin your 5 seconds of watching the child. Then the second tone tells you to record for 15 seconds. The tones and the intervals they signify may be diagrammed in the following manner:



Observations should begin as soon as opening exercises (e.g., roll call, flag pledge, hanging up coats) are completed. You should plan to observe during all periods of the day except toileting, naptime, and outdoor play.* In addition, observations should <u>not</u> take place during the following situations:

- The regular Head Teacher is absent and there is a substitute.
- The child is watching a movie.
- The child is attending to audio-video equipment (e.g., television, phonograph, tape recorder, etc.).

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*For those sites that conduct regular classroom activities outdoors (e.g., story time, art, snack) observe during these times.

You should stop observing and coding when children begin to get ready to go home. If at the end of the school day, you are in the middle of an observation cycle, begin the following day with this child and finish the observation. For example, if you are coding a child in Cycle "A" and the school day ends, return to this child the next day and begin coding where you left off. *BE SURE TO INDICATE THIS ON YOUR CODING SHEET BY DRAWING A LINE BETWEEN THE UNIT YOU STOPPED AT AND THE UNIT WHERE YOU STARTED THE NEXT DAY.*

Who to Observe

You will observe one child at a time for a period of 5 minutes in a cycle. When you have finished one 5-minute cycle for this child, you will complete another 5-minute cycle on the same child. These two cycles are referred to as "Cycle A and Cycle B." When you have completed two 5-minute cycles on one child, you will observe a second child for two 5-minute cycles; then continue with a third child. Thus, each child on your roster will be observed for two consecutive cycles or ten minutes. The following illustrates the sequence of child observations:

1st Child	Observe 5 minutes:	Cycle A
	Observe 5 minutes:	Cycle B
2nd Child	Observe 5 minutes:	Cycle A
	Observe 5 minutes:	Cycle B
3rd Child	Observe 5 minutes:	Cycle A
	Observe 5 minutes:	Cycle B

Since it will take you a few minutes to switch from one child to another, it will probably take you more than 30 minutes to finish 30 minutes of observation on three children (10 minutes on each); but it should not take you longer than 45 minutes to finish.

The procedure in the classroom. Before you begin any observations, you will check with the teacher to find out if any activities are scheduled that will keep the children out of the classroom on the day you plan to observe (this was discussed on page 3). You will adjust your schedule to fit in with the children's schedules. As nearly as possible, try to observe the children in the same order as they are listed on the roster; however, it will undoubtedly happen that some will be absent on the day you plan to observe them. In that case, you will substitute another child in their place and observe the missing child on another day.

On observation days, you should tell the teacher the names of the children you plan to observe. Ask the teacher to identify or point out these children so that you know which children to observe. If they are not wearing name tags, you should write a description of each child's clothing or physical features on his/her record sheet to

make sure you can remember which child goes with which name.

You will begin your observations with the first child on your roster. When you have completed two cycles on this child, observe the next child appearing on the roster. You should repeat this procedure for each child on your roster until the school day ends. Remember to mark your record sheets if you must stop before completing the two cycles on a child.

Situations that Interrupt Observations

During observations, you may encounter situations which interrupt your observations or require a modification in observations schedules. A list of potential situations is included below with methods of handling them.

1. Child to be observed is absent. Observe another child on your roster and schedule the absent child for another day.

2. Child you are observing leaves the room or uses toilet. Wait 2-3 minutes for the child to return. If after this period, the child has not returned, go on to the next child for one cycle (5 minutes), and then go back and complete the coding for the missing child. If the child leaves the classroom for the day, complete the observations for that particular child on the following day.

3. Class leaves for outdoor play or other special unplanned activity (e.g. goes to gym, goes to library.) Stop coding and wait until the class has returned. IF THE CLASS HAS LUNCH IN

ANOTHER ROOM, THE OBSERVER SHOULD FOLLOW AND CONTINUE CODING DURING LUNCH.

For the most part, observers will depend on their own judgements and resourcefulness. If situations should arise that you feel unsure in handling, consult with your site coordinator or contact Mary Morris at High/Scope.

D. CODING WHAT YOU OBSERVED

Observation Record Sheet

The observation record sheet is in the form of a checklist (see Figure 1). Five categories with corresponding descriptions of child behavior are listed down the left side, followed by columns of corresponding numbers. Each number represents a behavior or classroom description which you might see happening. Basically, we want you to make a slash mark (/) across a number if you see that behavior in the unit of observation.

Each column of numbers represents 5 seconds, or one "unit" of observation. For ease in coding, the columns are divided off in one minute intervals. Five minutes, or one "cycle" of observation, is represented on one record sheet.

Each observed child will have two separate record sheets, one for each 5-minute cycle of observation. Therefore, it is important that identification informations be written in the appropriate spaces on the right side of each

Figure 1

PDC CLASSROOM OBSERVATION SYSTEM

RECORD SHEET

	1		NONINV	[1] [1] [1]	[1] [1] [1]	[1] [1] [1]	[1] [1] [1]	[1] [1] [1]
INVOLVED	2	a	SOC NSOC	[1] [1] [1] [2] [2] [2]	[1] [1] [1] [2] [2] [2]	[1] [1] [1] [2] [2] [2]	[1] [1] [1] [2] [2] [2]	[1] [1] [1] [2] [2] [2]
		b	VENG VSP VCOMB NONV	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]
INTERACTION PEER	3	a	NEG (-) (+) CNT RESISTS OTHER	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]
		b	SAY DO SUPPORT NA	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]
		c	REQ GIVE NA	[1] [1] [1] [2] [2] [2] [3] [3] [3]	[1] [1] [1] [2] [2] [2] [3] [3] [3]	[1] [1] [1] [2] [2] [2] [3] [3] [3]	[1] [1] [1] [2] [2] [2] [3] [3] [3]	[1] [1] [1] [2] [2] [2] [3] [3] [3]
INTERACTION ADULT	4	a	NEG (-) (+) CNT RESISTS OTHER	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]
		b	SAY DO SUPPORT NA	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]	[1] [1] [1] [2] [2] [2] [3] [3] [3] [4] [4] [4]
		c	REQ GIVES NA	[1] [1] [1] [2] [2] [2] [3] [3] [3]	[1] [1] [1] [2] [2] [2] [3] [3] [3]	[1] [1] [1] [2] [2] [2] [3] [3] [3]	[1] [1] [1] [2] [2] [2] [3] [3] [3]	[1] [1] [1] [2] [2] [2] [3] [3] [3]
	5		MAX MOD MIN	[1] [1] [1] [2] [2] [2] [3] [3] [3]	[1] [1] [1] [2] [2] [2] [3] [3] [3]	[1] [1] [1] [2] [2] [2] [3] [3] [3]	[1] [1] [1] [2] [2] [2] [3] [3] [3]	[1] [1] [1] [2] [2] [2] [3] [3] [3]

Child's Name _____ (first) _____ (last)

Teacher's Name _____

Site _____

Head Start Center or School _____

Grade: HS K 1 2 3
(circle one)

Observer _____

Date _____ a.m. p.m.
(circle one)

Cycle: A B
(circle one)

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record sheet. This information should be completed as much as possible before the observation day, leaving the child's name and cycle to be completed during the recording intervals. As mentioned earlier, if the children don't wear tags, you should write a description of the child on the record sheet to help you find the right child at the right time.

When to Code

This section reviews what has been discussed earlier about when to observe and when to code. Remember that you will be signaled with "beeps" on the tape recorder.

Beginning with the first child on your roster, you will observe each child for 10 consecutive minutes. Since each record sheet represents 5 minutes of observation, you will code two separate record sheets for each child. Be sure to identify on your record sheet whether the behavior you are coding occurred during Cycle A or Cycle B. For each cycle, you will watch the child for 5 seconds and then code the child's behavior on the record sheet during the next 15 seconds, moving to a new column for each successive unit.

After observing and coding the behavior of the first target child for 10 minutes, you should then quickly locate the next child for observations and station yourself in a good location for proper observation. Because of time

constraints, this transition should not take longer than two minutes so that observation of the second child can begin as soon as possible. You should then observe the second child, repeating the above procedures; then proceed to the third child. Within a 45 minute period or less, you should complete 10 minutes of observation on three children.

What to Code

Each child in the sample group will be observed, and you will code each child's behavior individually. Following the 5 seconds of observation, you first place a slash mark in the appropriate column to indicate whether the child is Noninvolved (Category 1) or Involved (Category 2). (These and the other categories are explained in the next section.) In each observation unit (of 5 seconds) you always decide first whether to mark Category 1 or Category 2. When you have decided on Category 1 or 2, you do the following:

- If the Category 1 (Noninvolved) is selected, you place a slash mark next to Category 1. Then you skip Categories 2 through 4 and code Category 5.
- If Category 2 (Involved) is selected, you place a slash mark next to one item of <u>each</u> of the two subcategories of Category 2. You may also code Category 3 and/or 4. You do code Category 5.

Within categories and subcategories, which appear as boxes on the record sheet, only <u>one</u> item can be marked for each unit.

Special coding procedures should be followed when more than one behavior occurs within one 5-second "observe" interval. If during the 5 seconds the target child interacts with both a peer and an adult (either simultaneously or one following the other), items in subcategories (a, b, and c) of Categories 3 and 4 should be coded. When other behaviors occur during the 5 seconds, you should decide which behavior had the longest duration and mark that category or descriptor item. For example, if the target child is painting a picture and stops for a second to gaze out the window, you would disregard this Noninvolved behavior and place slash marks in Category 2: Involved. Over half of this "observe" interval was spent working with materials, an example of Nonsocial Involvement. When behaviors have equal duration (i.e., each behavior lasts for approximately one-half of the "observe" interval) and you have difficulties making this distinction, mark the behavior occurring last in the sequence.

E. BEHAVIOR CATEGORIES

This section lists and describes all of the behavior categories you will need to know how to code. The definitions tell you how to decide if a particular category of behavior is happening. Then examples are given of types of behaviors that would fit into those categories. There will be times when the actual behavior you observe doesn't seem to you to fit exactly into the categories. You will need to decide where the behavior fits best.

You need to memorize the category definitions so that you can make most of your coding decisions without refering to this manual. You should always have your manual with you, however, in case you run into problems.

Involvement (Categories 1 and 2)

Category 1. Noninvolved (NONINV)

Category 1 is coded when the child is not interacting with a peer, adult, or object and is not doing anything else that seems to have a purpose. This category includes instances where the child is looking at a person, but the person is not looking at or talking directly to the child. In other words, it is not a reciprocal interaction; the child is merely watching someone who is not paying attention to him. When this category is coded, you do not code Categories 2 through 4. You do code Category 5.

Examples of this behavior category:

- The child is staring into space, not paying attention to the things going on around him.
- The child is aimlessly wandering around the classroom and doesn't seem to have any purpose or intention in mind.
- The child is holding an object, such as a block, but doesn't do anything with it. And he doesn't seem to be planning to do anything with it.
- The child is watching two boys build a block tower. The boys are not looking at the target child.
- The child is watching the aide who is helping another child make a kite. The teacher is directing her attention only on the child making the kite.

Category 2. Involved

Category 2 is coded when the target child is interacting with a peer(s), adult(s), or object(s) or is involved in an observable directed behavior, such as singing to

himself. If the child is involved in any of these ways during the 5-second observation interval, his behavior is coded in two subcategories to indicate: (a) the context of the activity (for example, interacting with people and/or materials); and (b) the language spoken during the activity, if any. In order to code Category 2, you place a slash mark in each of these subcategories (2a and 2b) to describe the child's involvement. After coding the subcategories of Category 2, you will look at Categories 3 and 4 and mark any that further describe the child's behavior.

Subcategories. When you have decided that Category 2 applies to the child's behavior, you must place a slash mark on one item in each of two subcategories: 2a and 2b.

Subcategory 2a. Focus of child's attention. If the child is "involved: in an activity, then you must decide which of the following two items describes the focus of the child's attention: social or nonsocial.

Nonsocial (NSOC): The child is paying attention to objects by looking at and/or touching those objects or the child is engaged in some other observable, directed behavior which does not involve other persons (such as singing to himself).

Examples:

- The child is quietly putting a puzzle together at the toy table without talking to anyone else.
- The child is skipping alone around the room.
- The child is sitting on the rug singing to himself.

Note: When this item is marked you skip Categories 3 and 4 and code Category 5.

Social (SOC): The child is paying attention to another person (peer or adult) by looking at or listening to this person. The person the child is looking at or listening to must also be looking at the child or speaking directly to the child. During small or large group activities, this item is coded only when the child is looking at and listening to the person leading the activity

or talking to the group. A child may also (in addition to looking at or listening to) be paying attention to another person by sharing materials and working on a common project, talking to and/or touching the person. This item is coded when the child interacts with both persons and objects (either at the same time or one following the other) during the 5 second interval.

Examples:

- The child is sitting on the teacher's lap listening to a story and is helping tell parts of the story.
- The child is calling a peer a name.
- The child is listening to a peer who is telling him how to paint his picture.
- The child is playing a lotto game with the teacher.
- The child and a peer are looking at each other as they eat their snack.

Note: If the child is social with a peer, adult, or both peer and adult, you must code the appropriate items in Categories 3 and/or 4 that best describe the child's social interactions

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Subcategory 2b. Language spoken during the activity. If the child is "involved" in an activity then you must decide which one of the following four items describes the behavior: verbal in English, verbal in Spanish, verbal in combined English and Spanish, or nonverbal.

Verbal in English (VENG): While engaging in activities with people and/or objects, the child speaks only in English.

Verbal in Spanish (VSP): While engaging in activities with people and/or objects, the child speaks only in Spanish.

Verbal in Combined English and Spanish (VCOMB): While engaging in activities with people and/or objects, the child speaks a combination of English and Spanish or uses Spanglish.

Nonverbal (NONV): While engaging in activities with people and/or objects, the child does not speak.

Category 3. Interactions with Peer

Category 3 is coded when the target child interacts with a peer(s) by looking at, listening to, talking with, or sharing materials and working on a common project. The peer the child is looking at or listening to must be looking at the child or speaking directly to the target child. If the child is interacting with a peer in any of these ways during the 5-second interval, his behavior is coded in three subcategories to indicate: (a) the type of peer interaction; (b) the purpose of the peer interaction; and (c) the role played during the peer interaction. In order to code Category 3, you place a slash mark in each of these subcategories (3a, 3b, and 3c) to describe the child's interaction with a peer(s). If more than one of the items in a given subcategory occurs during the 5-second interval, put a slash mark beside the item having the longest duration.

Subcategories. When you have decided that Category 3 applies to the child's behavior, you must place a slash mark on one item in each of the three subcategories: 3a, 3b, and 3c.

Subcategory 3a. Type of peer interaction. If the child is interacting with a peer, then you must decide which one of the following four items best describes the behavior: negative, controlling, resisting, or other.

Negative [NEG (-)]: The child expresses verbal and/or nonverbal aggression or hostility toward the person he is interacting with.

Examples:

- When the child attempts to join a group of peers building a block structure, one of the peers says, "You can't play here." The child responds by knocking down the block structure and building another in its place.
- The peer pushes a peer away from the drinking fountain knocking her down onto the floor.

- When asked by a peer to play a game, the child responds, "It's my turn to paint now," and pushes the peer away.
- For no apparent reason, the child hits another child in the stomach.
- The child threatens a peer by saying, "You better watch out 'cause I can beat you up."

Controlling [CNT (+)]: The child attempts verbally and/or nonverbally to direct, influence, or manipulate the behavior of a peer(s) in a positive manner (i.e., without showing verbal or physical aggression). The intent of the child's behavior is directed toward one of the following outcomes: changing the peer's course of action, initiating a new peer behavior, or telling (and/or showing) the peer what to do or how to act.

Examples:

- The child approaches a peer showing him a game and says, "Let's play this game."
- The child goes over to a peer and grasps his hand, then leads him to the aquarium to view the fish.
- The child tells a peer, "I'll show you how to do that."
- The child says confidently to a peer, "Watch me do this."
- The child says to her peers, "You guys be the horses and I'll be the cowboy."

Resisting [RESISTS (+)]: The child does not comply with or ignores in a positive manner verbal and/or nonverbal peer attempts to control his behavior.

Examples:

- When asked by a peer to join in an art activity, the child says amiably, "I want to go play with the blocks."
- The child simply says "no" when asked by a peer to go get a hammer.
- When a peer comes over and asks the child to come into the house, the child ignores the peer's question and does not respond.

Other [OTH (+)]: The child interacts in a cooperative and positive manner with a peer(s). The child is sharing, helping, taking turns, working jointly, listening, or talking to the peer(s). This item is marked for each positive behavior that is clearly not a controlling or resisting behavior.

Examples:

- While playing with playdough at the art table, the child divides and shares his playdough with a peer who does not have any.
- The child is playing a lotto game with a peer.
- The child is listening to a peer who is talking directly to her.
- The child and a peer are playing follow the leader down the climber.
- During snack, the child and a peer are looking at each other and making funny faces.

Subcategory 3b. Purpose of peer interactions. If the child is interacting with a peer(s), then you must decide which one of the following four items best describes the purpose of the child's interaction: say, do, support, or nonapplicable. To correctly code this category, you should focus on the intention of the child's verbal or nonverbal behavior.

Say: The child requests or provides factual statements or explanations concerning a task, a problem, a causal relationship or other events and situations in his environment.

Examples:

- While playing with a peer at the workbench, the child asks, "Where's the hammer?"
- The child asks a peer, "Why are you doing that?"
- The child turns to a nearby peer and says, "Look it's snowing outside."
- When asked a question by a peer, the child simply replies, "No."

Do: The child requests or provides physical assistance or materials.

Examples:

- The child requests a peer to come over and help obtain a toy from another peer.
- At snack time the child helps a peer pour her juice.
- The child hands a peer a block.
- The child tells a peer, "Make a 'J' for me."

Support (SUP): The child is used by or uses a peer for obtaining comfort, protection, and/or reassurance after a hurt, disappointment, or other problem situations. The child does not seek or provide assistance or information for solving the problem. This item is also coded for verbal expressions of sympathy or empathy.

Examples:

- The child puts her arms around a crying peer.
- The child takes a hold of a peer's hand after he has been slugged by another child.
- The child says to a peer "I didn't mean to knock it down."
- The child says to another child, "Bob took my truck." The child does not ask the peer to help get it back.
- After falling off a tricycle, the child cries to a peer, "My knee hurts."

Nonapplicable (NA): This item is marked whenever the purpose of the child's interaction with a peer is clearly not one of requesting or providing information, assistance, materials, or emotional support.

Examples:

- The child and a peer are painting a monster picture together at the art easel.
- A peer tells the child not to do something.
- The child laughs at a peer's antics. The peer looks over and giggles.
- A peer tells the child, "I ate lunch at a restaurant."

Note: When a behavior occurs that could be coded as either Say or Do, you should code Say. For example, if a child asks a peer, "How do I do this?", assume the child's intent is to get information (not physical help) and mark Say.

Subcategory 3c. Role played during peer interactions. If the child is interacting with a peer, then you must decide which one of the following three items best describes the child's role: requester, giver, or nonapplicable.

Requester (REQ): The child requests the peer to say or do something or give emotional support by posing a question, making a demand, or in some manner indicating (i.e., physical gestures) a need of help, materials, information, or emotional support from a peer.

Examples:

- The child asks a peer, "Why are you doing that?"
- The child asks a peer, "How do you make a 'J'?"
- The child holds hands with a friend immediately after the teacher has scolded the child.
- The child gestures to a peer to come over and see what she is doing.

Giver (GIVE): The child gives information, assistance, materials, or emotional support to a peer in the form of factual statements, explanations, or physical gestures. The child may provide this spontaneously or on the peer's request.

Examples:

- The child turns to a nearby peer and says, "Look it's sknowing outside!"
- The child hands a peer a block.
- The child puts her arms around a crying peer.
- The child shows a peer how to mix blue and green paint together to make a new color.

Nonapplicable (NA): The child is not requesting or providing information, assistance, materials, or emotional support. This item is marked whenever nonapplicable is coded in subcategory 3c.

Examples:

- The child listens to a peer tell a story. The child did not ask the peer to tell the story.
- The child and a peer are painting a monster picture together at the art easel.
- A peer comes over to the child and says, "It's cleanup time."
- The child pushes a peer away from the drinking fountain, knocking her down onto the floor.

Category 4. Interactions with Adult

Category 4 is coded when the target child interacts with an adult(s) by looking at, listening to, talking with, or sharing materials and working on a common project. The adult the child is looking at or listening to must be looking at the child or speaking directly to the target child. If the child is interacting with an adult in any of these ways during the 5-second interval, his behavior is coded in three subcategories to indicate: (a) the type of adult interaction; (b) the purpose of the adult interaction; and (c) the role played during the adult interaction. In order to code Category 4, you place a slash mark in each of these subcategories (4a, 4b, and 4c) to describe the child's interaction with an adult(s). If more than one of the items in a given subcategory occurs during the 5-second interval, put a slash mark beside the item having the longest duration.

Subcategories. When you have decided that Category 4 applies to the child's behavior, you must place a slash mark on one item in each of the three subcategories: 4a, 4b, and 4c.

Subcategory 4a. Type of adult interaction. If the child is interacting with an adult, then you must decide which one of the following four items best describes the type of adult interaction: negative, controlling, resisting, or other.

Negative [NEG (-)]: The child expresses verbal and/or nonverbal aggression or hostility toward the adult he is interacting with.

Examples:

- The child screams to the adult, "Shut-up!"
- The child hits the adult.
- The child tells an aide, "Leave me alone," and pushes her away.
- When the teacher asks the child to finish his snack, the child throws the cookies on the floor, dumping over the milk.

Controlling [CNT (+)]: The child attempts verbally and/or nonverbally to direct, influence, or manipulate the behavior of an adult(s) in a positive manner (i.e., without showing verbal or physical aggression). The intent of the child's behavior is directed toward one of the following outcomes: changing the adult's course of action, initiating a new adult behavior, or telling (and/or showing) the adult what to do or how to act.

Examples:

- The child yells to the teacher, "Mrs. Brown, come over here!"
- The child approaches an aide and says, "I want you to build this block tower with me."
- The child goes over to a teacher and shows her his unzipped pants. The teacher zips up his pants.
- The child tells an aide, "I'll show you how to do it."

Resisting [RESIST (+)]: The child does not comply with or ignores in a positive manner verbal and/or nonverbal adult attempts to control his behavior.

Examples:

- When the teacher says "clean-up time," the child tells the teacher, "I've cleaned up my share; I can go to snack now."
- When told by the teacher to go to the art area, the child asserts, "I'd rather go play at the toy table."
- The teacher addresses a question to the child and the child ignores her.

Other [OTH (+)]: The child interacts in a cooperative manner with an adult(s). The child is helping, following instructions, working with, listening, or talking to the adult(s). This item is marked for each positive behavior that is clearly not a controlling or resisting behavior.

Examples:

- The child approaches the teacher and offers to help put away the dress-up clothes.
- The child listens to the teacher explain a game.
- When the teacher asks the child to share the paste jar with another peer, the child moves the paste to the middle of the table for sharing.
- The child and the teacher are talking as they both carry the snacks to the table.

Subcategory 4b. Purpose of adult interactions. If the child is interacting with an adult(s), then you must decide which one of the following four items best describes the purpose of the child's interaction: say, do, support, or nonapplicable. To correctly code this category, you should focus on the intention of the child's verbal or nonverbal behavior.

Say: The child requests or provides factual statements or explanations concerning a task, a problem, a causal relationship or other events and situations in his environment.

Examples:

- When asked by the teacher to tell what shape she was holding in her hand, the child responds, "That's a circle."
- The child tells the teacher that today is his birthday.
- The child asks a parent aide where the paint brushes are.
- The child asks the teacher, "When is it going to be lunch time?"

Do: The child requests or provides physical assistance or materials.

Examples:

- After an unsuccessful attempt to play with playdough, the child goes over to the teacher and demands, "Make her share with me."
- After using the toilet, the child goes over to the teacher and waits for her to zip up his pants.
- The child helps the aide put the blocks on the shelf.
- The child hands the cookie tray to the teacher.

Note: When a behavior occurs that could be coded either as Say or Do, you should code Say. For example, if a child asks an adult, "How do I do this?", assume the child's intent is to get information (not physical help) and mark Say.

Support (SUP): The child is used by or uses an adult for obtaining comfort, protection, and/or reassurance after a hurt, disappointment, or other problem situations. The child does not seek or provide assistance or information for solving the problem. This item is also coded for verbal expressions of sympathy or empathy.

Examples:

- The child holds hands with an adult immediately after a peer has hit her.
- During a loud rainstorm, the child goes over to the teacher and sits in her lap.
- The child rubs the teacher's head after she bumped it on a cupboard door.
- The child says to a parent aide, "I'm sorry you got a bad cold."

Nonapplicable (NA): This item is marked whenever the purpose of the child's interaction with an adult is clearly not one of requesting or providing information, assistance, materials, or emotional support.

Examples:

- When the teacher asks the child to finish his snack, the child throws the cookies on the floor, dumping over the milk.
- The child listens to a volunteer parent aide tell a story.
- The child and the teacher smile at each other as they eat their snack.
- The child hits an aide.

Subcategory 4d. Role played during adult interactions. If the child is interacting with an adult, then you must decide which one of the following three items best describe the child's role: requester, giver, or nonapplicable.

Requester (REQ): The child requests the adult to say, do, or give emotional support by posing a question, making a demand, or in some manner indicating (i.e., physical gestures) a need of help, materials, information, or emotional support from an adult.

Examples:

- After an unsuccessful attempt to play with the playdough, the child goes over to the teacher and demands, "Make her share with me."
- The child holds hands with an adult immediately after a peer has hit her.
- The child asks a parent aide where the paint brushes are.
- The child asks the teacher, "When is it going to be lunch time?"

Giver (GIVE): The child gives information, assistance, materials, or emotional support to a peer in the form of factual statements, explanations, or physical gestures. The child may provide this spontaneously or on the adult's request.

Examples:

- The child tells the teacher that today is his birthday.
- The child answers the aide's question.
- The child rubs the teacher's head after she bumped it on a cupboard door.
- The child hands an aide her coat.

Nonapplicable (NA): The child is not requesting or giving information, assistance, materials, or emotional support. This item is marked whenever nonapplicable is coded in subcategory 4c.

Examples:

- The teacher tells the child to clean up his toys.
- The child listens to the teacher explain a game.

- The child listens to the teacher explain how to do a problem.
- The volunteer aide gives the child a hug.
- The child bites the teacher.

Category 5. Classroom Interaction Capacity

The kinds of child-child and child-adult interactions that are likely to happen vary according to the time of day or activity schedule. So it is necessary for the observer to describe the classroom's interaction capacity during each observation unit. To do this, the observer surveys the classroom in order to determine the degree of interactions occurring among children and adults after each 5-second observation. The observer's attention is no longer directed toward the target child, but on the classroom as a whole. Thus, even though the target child's behavior is not congruent with the behavior of the other children (e.g., the focal child is being restricted by an adult), the observer still indicates to what extent interactions may occur during that observational unit.

For Category 5, the observer looks at the whole classroom and indicates the interaction capacity of the classroom during each observation unit by placing a slash mark next to the appropriate item. The items are: maximal, moderate, and minimal.

Maximal (MAX): This item refers to those parts of the day in which children and adults are free to initiate or maintain spontaneous interactions (verbally or physically) among themselves. The children are generally able to choose their own activity, with minimal structuring of direction by an adult. These periods are sometimes labelled by teachers as "free play" or "free choice" periods.

Examples:

- For a thirty-minute period, children are free to choose and move at their own discretion among any activity available in the room.

- For a fifteen-minute period, children are free to choose and move at their own discretion among activities prepared and set up by an adult. Activities are carried out individually by the children with minimal direction by the adult.

Moderate (MOD): This item refers to those parts of the day in which the opportunity for spontaneous interaction among adults and children is substantially reduced. During this period, classroom behavior is typically less decided by children and more directed by an adult. There is still some opportunity for spontaneous interactions to occur within this given structure.

Examples:

- For a ten-minute period, the children are assigned to a small group (3-8 children) where the teacher is reading a story. The children are expected to remain with the group, but may talk to the teacher and other children at points during the story or after the story is completed.

- After a thirty-minute period of "free play", the children are engaged in "clean-up" activities. The children may interact with one another, but they are all expected to help the teacher or sit in a designated area of the room.

- During snack and meal times, the children are assigned to a given table and adult. The children are expected to remain at the table, but may interact among themselves or with their assigned adult.

Minimal (MIN): This item refers to those parts of the day in which children are not free to initiate/maintain spontaneous interactions (verbally or physically) among themselves. Classroom behavior of the children is primarily controlled and directed by an adult.

Examples:

- During a fifteen-minute period, all the children are sitting in a large group listening to the teacher's story. The children are expected to pay attention and not interact (physically or verbally) during this period.

- During snack and meal times, the children are assigned to tables and an adult. The children are expected to use this time for eating, not interacting.

- During a twenty-minute period, all the children are sitting in a large group singing with the teacher. All children are expected to participate and interactions among children are discouraged and restricted.